

Texas Education Agency  
Standard Application System (SAS)

| 2018–2019 Texas 21 <sup>st</sup> Century Community Learning Centers, Cycle 10, Year 1 |  |                   |                  |   |
|---|--|-------------------|------------------|---|
| <b>Program authority:</b>   | Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)  |                   |                  | <b>FOR TEA USE ONLY</b><br><b>Write NOGA ID</b><br><small>Place date stamp here.</small><br><br><div style="text-align: right; transform: rotate(90deg);"> RECEIVED<br/> TEXAS EDUCATION AGENCY<br/> MAY -1 PM 2018<br/> DOCUMENT CONTROL CENTER </div> |
| <b>Grant Period:</b>  | August 1, 2018 – July 31, 2019   |                   |                  |   |
| <b>Application deadline:</b>  | 5:00 p.m. Central Time, May 1, 2018  |                   |                  |   |
| <b>Submittal information:</b>   | Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:<br><br>Document Control Center, Grants Administration Division<br>Texas Education Agency, 1701 North Congress Ave.<br>Austin, TX 78701-1494 |                   |                  |   |
| <b>Contact information:</b>   | Christine McCormick, <a href="mailto:21stcentury@tea.texas.gov">21stcentury@tea.texas.gov</a>  |                   |                  |   |
| <b>Schedule #1—General Information</b>  |  |                   |                  |   |
| <b>Part 1: Applicant Information</b>  |  |                   |                  |   |
| Organization name   |  | County-District # |                  | Amendment #   |
| JOVEN, Inc.   |  | Bexar             |                  |   |
| Vendor ID #   | ESC Region #   |                   | DUNS #           |   |
| 74-2783782  | 20   |                   | 931456768        |   |
| Mailing address   |  | City              | State            | ZIP Code  |
| 507 E Mayfield, Blvd.   |  | San Antonio       | TX               | 78214   |
| <b>Primary Contact</b>  |  |                   |                  |   |
| First name  | M.I.   | Last name         | Title            |   |
| Amy Cardenas  |  | Cardenas          | CEO              |   |
| Telephone #   | Email address  |                   | FAX #            |   |
| 210-924-0330 x228   | <a href="mailto:acardenas@jovensatx.org">acardenas@jovensatx.org</a>   |                   | 210-924-0670     |   |
| <b>Secondary Contact</b>  |  |                   |                  |   |
| First name  | M.I.   | Last name         | Title            |   |
| Diana Rosete  |  | Rosete            | Program Director |   |
| Telephone #   | Email address  |                   | FAX #            |   |
| 210-924-0330 x224   | <a href="mailto:drosete@jovensatx.org">drosete@jovensatx.org</a>   |                   | 210-924-0670     |   |
| <b>Part 2: Certification and Incorporation</b>  |  |                   |                  |   |

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

**Authorized Official:**

|                                |  |           |              |
|--------------------------------|--|-----------|--------------|
| First name                     | M.I.   | Last name | Title        |
| Amy                            |  | Cardenas  | CEO          |
| Telephone #                    | Email address  |           | FAX #        |
| 210-924-0330 x228              | <a href="mailto:acardenas@jovensatx.org">acardenas@jovensatx.org</a> |           | 210-924-0670 |
| Signature (blue ink preferred) | Date signed  |           |              |



*Only the legally responsible party may sign this application.*

701-18-111-137

**Schedule #1—General Information**

County-district number or vendor ID: 74-2783782

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application. For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

| Schedule # | Schedule Name                                      | Application Type                           |                                     |
|------------|--|--|-------------------------------------|
|            |  | New  | Amended                             |
| 1          | General Information                                | <input checked="" type="checkbox"/>        | <input checked="" type="checkbox"/> |
| 2          | Required Attachments and Provisions and Assurances | <input checked="" type="checkbox"/>        | N/A                                 |
| 3          | Certification of Shared Services                   | <input type="checkbox"/>                   | <input type="checkbox"/>            |
| 4          | Request for Amendment                              | N/A  | <input checked="" type="checkbox"/> |
| 5          | Program Executive Summary                          | <input checked="" type="checkbox"/>        | <input type="checkbox"/>            |
| 6          | Program Budget Summary                             | <input checked="" type="checkbox"/>        | <input type="checkbox"/>            |
| 7          | Payroll Costs (6100)                               | See Important Note For Competitive Grants* | <input type="checkbox"/>            |
| 8          | Professional and Contracted Services (6200)        |  | <input type="checkbox"/>            |
| 9          | Supplies and Materials (6300)                      |  | <input type="checkbox"/>            |
| 10         | Other Operating Costs (6400)                       |  | <input type="checkbox"/>            |
| 11         | Capital Outlay (6600)                              |  | <input type="checkbox"/>            |
| 14         | Management Plan                                    | <input checked="" type="checkbox"/>        | <input type="checkbox"/>            |
| 16         | Responses to Statutory Requirements                | <input checked="" type="checkbox"/>        | <input type="checkbox"/>            |
| 17         | Responses to TEA Requirements                      | <input checked="" type="checkbox"/>        | <input type="checkbox"/>            |
| 18         | Equitable Access and Participation                 | <input checked="" type="checkbox"/>        | <input type="checkbox"/>            |
| 19         | Private Nonprofit School Participation             | <input checked="" type="checkbox"/>        | <input type="checkbox"/>            |
| 21         | Program Information Addendum                       | <input checked="" type="checkbox"/>        | N/A                                 |

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

**Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations**

**INSTRUCTIONS:** This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

**Section 1: Applicant Organization's Fiscal Year**

Start date (MM/DD): 09/17

End date (MM/DD): 08/18

**Section 2: Applicant Organizations and the Texas Statewide Single Audit**Yes: ☐No: ☒**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 74-2783782

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

| #  | Applicant Type  | Name of Required Fiscal-Related Attachment  |
|----|---|---|
| 1. | Nonprofit organizations, excluding ISDs and open-enrollment charter schools | Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details) |
| #  | Name of Required Program-Related Attachment                                 | Description of Required Program-Related Attachment  |

No program-related attachments are required for this grant

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

| X                                   | Acceptance and Compliance   |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .   |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.  |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.   |
| <input checked="" type="checkbox"/> | I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.                                  |
| <input checked="" type="checkbox"/> | I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements. |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.  |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with <u>Every Student Succeeds Act Provisions and Assurances</u> requirements.  |

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By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 74-2783782

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

| #   | Provision/Assurance   |
|-----|---|
| 1.  | The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.   |
| 2.  | The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.   |
| 3.  | The program will take place in a safe facility that is properly equipped and accessible to participants and family members.   |
| 4.  | The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.   |
| 5.  | The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended by Section 1114, and the families of such students.  |
| 6.  | Applicants that receive priority points for serving at-risk students assure that they will target these students.   |
| 7.  | The community has been given notice of an intent to apply and that the application and any waiver request will be available for public review after submission of the application.  |
| 8.  | The applicant will adhere to the level of services in the approved application and in the agreed-upon center operation schedules and will provide those services to eligible students through this and all continuation and renewal grant periods, as applicable. Applicant acknowledges that proposed amendments that reduce the level of services to below the Year 1 awarded application will be approved only in extreme or unusual circumstances and that failure to adhere to service levels and student targets will result in reduced funding during the subsequent continuation grant period. Grant funds remaining unexpended at the end of the expenditure reporting period for the grant award will not be made available by TEA to supplement continuation grant awards. |
| 9.  | Services for students and families will begin no earlier than the grant start date of August 1, 2018 and no later than September 4, 2018.   |
| 10. | The applicant will adhere to a TEA-approved schedule that meets or exceeds program service requirements at each center and that provides a consistent and dependable schedule of weekly activities for all students enrolled. The applicant agrees to meet with TEA or its contractors after awards are announced and before the start date of the program to develop an approvable operation calendar for each center. Refer to Program-Specific Assurances #3 on page 20 of the Program Guidelines for detailed operating schedule.   |
| 11. | Services will be provided at no cost to participants. Grantees are prohibited from collecting fees, including late pickup fees or any other fee.  |
| 12. | Activities will be supervised at all times by qualified staff at adult to student ratios that meet or exceed TEC Chapter 25, Subchapter D requirements or other state required ratios as applicable.  |
| 13. | Center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour that a center is operating. Activities will be intentionally designed to address student needs and student voice, aligned with state standards and developed using a planning tool such as the Texas ACE© Activity/Unit and Lesson Plan Worksheet. Activities will reflect each of the following four components during each term: academic assistance, academic enrichment, family and parental support, and college and workforce readiness (grades 9-12 only).   |

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By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances (cont.)**

County-district number or vendor ID: 74-2783782

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**

|     |   |
|-----|---|
| 14. | Academic, academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day and/or be aligned with a documented student or campus need.  |
| 15. | All activities will occur at an approved center or, on a limited and pre-approved basis, at an adjunct site or during an approved field trip. Activities at a non-approved location, such as a feeder school, are unallowable and will not be charged to the grant.   |
| 16. | Grantee will offer families of students served by the program opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Family activities will be designed to meet the identified needs of each center's families and students; the needs of working families will be specifically addressed. Activities will be ongoing and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students. |
| 17. | All required staff positions will regularly participate in training and other opportunities offered by the Texas ACE© program. In addition, the grantee will regularly provide program-specific in-person training to center-level staff and will document the content and attendance of training events.   |
| 18. | Grantee assures that it will regularly engage a group of stakeholders, new or existing, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community.  |
| 19. | The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.   |
| 20. | Local grant programs will include the Texas ACE© logo in all outreach and communication materials and the grantee will comply with Texas ACE© branding guidelines.  |
| 21. | The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.   |
| 22. | Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements listed on page 23 of the Program Guidelines, #15.  |
| 23. | The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.    |
| 24. | Applicant will comply with any program requirements written elsewhere in this document.   |

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By TEA staff person:

**Schedule #3—Certification of Shared Services**

County-district number or vendor ID: 74-2783782

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

| #                       | County-District # and Name | Authorized Official Name and Signature | Telephone Number and Email Address | Funding Amount |
|-------------------------|----------------------------|--|------------------------------------|----------------|
| <b>Fiscal Agent</b>     |                            |  |                                    |                |
| 1.                      | County-District #          | Name                                   | Telephone number                   | Funding amount |
|                         | County-District Name       |  | Email address                      |                |
| <b>Member Districts</b> |                            |  |                                    |                |
| 2.                      | County-District #          | Name                                   | Telephone number                   | Funding amount |
|                         | County-District Name       |  | Email address                      |                |
| 3.                      | County-District #          | Name                                   | Telephone number                   | Funding amount |
|                         | County-District Name       |  | Email address                      |                |
| 4.                      | County-District #          | Name                                   | Telephone number                   | Funding amount |
|                         | County-District Name       |  | Email address                      |                |
| 5.                      | County-District #          | Name                                   | Telephone number                   | Funding amount |
|                         | County-District Name       |  | Email address                      |                |
| 6.                      | County-District #          | Name                                   | Telephone number                   | Funding amount |
|                         | County-District Name       |  | Email address                      |                |
| 7.                      | County-District #          | Name                                   | Telephone number                   | Funding amount |
|                         | County-District Name       |  | Email address                      |                |
| 8.                      | County-District #          | Name                                   | Telephone number                   | Funding amount |
|                         | County-District Name       |  | Email address                      |                |

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By TEA staff person:

**Schedule #3—Certification of Shared Services (cont.)**

County-district number or vendor ID: 74-2783782

Amendment # (for amendments only):

| #                       | County-District # and Name | Authorized Official Name and Signature | Telephone Number and Email Address | Funding Amount |
|-------------------------|----------------------------|--|------------------------------------|----------------|
| <b>Member Districts</b> |                            |  |                                    |                |
| 9.                      | County-District #          | Name                                   | Telephone number                   | Funding amount |
|                         | County-District Name       |  | Email address                      |                |
| 10.                     | County-District #          | Name                                   | Telephone number                   | Funding amount |
|                         | County-District Name       |  | Email address                      |                |
| 11.                     | County-District #          | Name                                   | Telephone number                   | Funding amount |
|                         | County-District Name       |  | Email address                      |                |
| 12.                     | County-District #          | Name                                   | Telephone number                   | Funding amount |
|                         | County-District Name       |  | Email address                      |                |
| 13.                     | County-District #          | Name                                   | Telephone number                   | Funding amount |
|                         | County-District Name       |  | Email address                      |                |
| 14.                     | County-District #          | Name                                   | Telephone number                   | Funding amount |
|                         | County-District Name       |  | Email address                      |                |
| 15.                     | County-District #          | Name                                   | Telephone number                   | Funding amount |
|                         | County-District Name       |  | Email address                      |                |
| 16.                     | County-District #          | Name                                   | Telephone number                   | Funding amount |
|                         | County-District Name       |  | Email address                      |                |
| 17.                     | County-District #          | Name                                   | Telephone number                   | Funding amount |
|                         | County-District Name       |  | Email address                      |                |
| 18.                     | County-District #          | Name                                   | Telephone number                   | Funding amount |
|                         | County-District Name       |  | Email address                      |                |
| 19.                     | County-District #          | Name                                   | Telephone number                   | Funding amount |
|                         | County-District Name       |  | Email address                      |                |
| 20.                     | County-District #          | Name                                   | Telephone number                   | Funding amount |
|                         | County-District Name       |  | Email address                      |                |
| <b>Grand total:</b>     |                            |  |                                    |                |

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By TEA staff person:

**Schedule #4—Request for Amendment**

County-district number or vendor ID: 74-2783782

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

|    |                                     |                          | <b>A</b>  | <b>B</b>          | <b>C</b>        | <b>D</b>           |
|----|-------------------------------------|--------------------------|---|-------------------|-----------------|--------------------|
| #  | Schedule #                          | Class/<br>Object<br>Code | Grand Total from<br>Previously<br>Approved Budget | Amount<br>Deleted | Amount<br>Added | New Grand<br>Total |
| 1. | Schedule #7: Payroll                | 6100                     | \$  | \$                | \$              | \$                 |
| 2. | Schedule #8: Contracted Services    | 6200                     | \$  | \$                | \$              | \$                 |
| 3. | Schedule #9: Supplies and Materials | 6300                     | \$  | \$                | \$              | \$                 |
| 4. | Schedule #10: Other Operating Costs | 6400                     | \$  | \$                | \$              | \$                 |
| 5. | Schedule #11: Capital Outlay        | 6600                     | \$  | \$                | \$              | \$                 |
| 7. | Total direct costs:                 |                          | \$  | \$                | \$              | \$                 |
| 8. | Indirect cost ( %):                 |                          | \$  | \$                | \$              | \$                 |
| 9. | Total costs:                        |                          | \$  | \$                | \$              | \$                 |

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By TEA staff person:



**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 74-2783782

Amendment # (for amendments only):

**Part 4: Amendment Justification**

| Line # | Schedule # Being Amended | Description of Change | Reason for Change |
|--------|--------------------------|-----------------------|-------------------|
| 1.     |                          |                       |                   |
| 2.     |                          |                       |                   |
| 3.     |                          |                       |                   |
| 4.     |                          |                       |                   |
| 5.     |                          |                       |                   |
| 6.     |                          |                       |                   |
| 7.     |                          |                       |                   |

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By TEA staff person:

**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 74-2783782

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

JOVEN's partnership provides out-of-school-time (OST) at Southside Independent School District in William Pearce Primary and Jullian Gallardo Elementary with an established Memorandum of Understanding (MOU) that is renewed annually. JOVEN provides snacks and transportation for children enrolled in the Creando La Vision (CLV) program.

JOVEN's OST programs are a vital component of children's academic and social development. Nationwide, millions of school age children participate in OST programs that seek to ensure their safety, develop and nurture their talents, improve their academic behaviors and help them form bonds with adults and youth who are positive role models. Early adolescence is a fragile period and often presents young people with choices that can lead them down difficult paths. JOVEN's OST, CLV program has an important role to play in helping students increase their academic achievement, providing mentors and positive adult role models, and promoting healthy development in critical areas.

Southside Independent School District. Southside ISD consists of 8 schools with over 5,700 students and serves the rural far south side region of Bexar County known as Losoya. The area contains many of the challenges commonly found among rural school districts and communities. The target population consists of male and females ages K-6th grade levels. These students are primarily children of Hispanic descent living in poverty with risk factors such as poor school readiness, low self-esteem, lack of confidence, poor social skills; family disorganization, conflict, lack of positive role models and community bonding.

The budget for JOVEN's CLV program was developed by conducting a needs assessment across the schools of Southside ISD to determine the number of students we could expect to serve at our two centers. We therefore need three full-time employees and five part-time employee. Overseeing the entire program is a full-time Program Director and each center consist of one full-time Site Coordinator and two part-time educational aids. CLV will also employ one part-time Family Engagement specialist to conduct adult activities and continuing education across both centers. This will keep our student cost ratio at \$983 per student.

JOVEN CLV uses best practices to provide educational and recreational activities that are designed to impact student performance, attendance, discipline referrals, and advancement. Using hands on activities and tutoring time, leveraged by utilizing volunteers, we provide more small group time with students. We transport students to our center using agency vehicles to alleviate the need for parents to take time from work to drop off students. Our communication plan disseminates information to the community about our learning centers and services by highlighting challenges and successes. Family engagement is emphasized by promoting and conducting parent education classes and activities. Our goal is to engage families in meaningful ways and in which families are committed to actively supporting their children's learning and development.

JOVEN's evaluation plan is a system for measuring outcomes and using that information for ongoing program planning, improvement and evaluation. JOVEN strives on three major components quality assessment, quality improvement, and tracking/reporting. Data and tools used to evaluate effectiveness comes from pre and post participant surveys, teacher surveys, parent surveys, staff surveys, and self-reports. Each evaluation piece documents each participant's pre and post condition, and an outcome report is generated. The program director reviews these results along with the needs assessment processes and establishes unity of purpose on the problem and direction of it, makes final decisions on all improvements and service delivery.

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 74-2783782      Amendment # (for amendments only):  
 Program authority: Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)

Grant period: August 1, 2018, to July 31, 2019      Fund code/shared services arrangement code:  
 265/352

| <b>Budget Summary</b>   |  |                          |              |   |                        |
|---|--|--------------------------|--------------|---|------------------------|
| Schedule #  | Title  | Class/<br>Object<br>Code | Program Cost | Admin Cost  | Total Budgeted<br>Cost |
| Schedule #7   | Payroll Costs (6100)                           | 6100                     | \$180,527    | \$  | \$180,528              |
| Schedule #8   | Professional and Contracted<br>Services (6200) | 6200                     | \$           | \$  | \$                     |
| Schedule #9   | Supplies and Materials (6300)                  | 6300                     | \$82,800     | \$  | \$82,800               |
| Schedule #10  | Other Operating Costs (6400)                   | 6400                     | \$1,536      | \$  | \$1,536                |
| Schedule #11  | Capital Outlay (6600)                          | 6600                     | \$           | \$  | \$                     |
|   | Consolidate Administrative Funds               |                          |              | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |                        |
| Total direct costs:   |  |                          | \$           | \$  | \$                     |
| Percentage% indirect costs (see note):                          |  |                          | N/A          | \$  | \$                     |
| Grand total of budgeted costs (add all entries in each column): |  |                          | \$           | \$  | <b>\$264,864</b>       |

**Shared Services Arrangement**

|      |   |    |    |    |
|------|---|----|----|----|
| 6493 | Payments to member districts of shared services<br>arrangements | \$ | \$ | \$ |
|------|---|----|----|----|

**Administrative Cost Calculation**

|  |       |
|--|-------|
| Enter the total grant amount requested:  | \$    |
| Percentage limit on administrative costs established for the program (5%):   | × .05 |
| Multiply and round down to the nearest whole dollar. Enter the result.<br>This is the maximum amount allowable for administrative costs, including indirect costs: | \$    |

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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| Schedule #7—Payroll Costs (6100)  |  |  |   |                       |
|---|--|--|---|-----------------------|
| County-district number or vendor ID: 74-2783782   |  |  | Amendment # (for amendments only):          |                       |
| Employee Position Title   |  | Estimated # of Positions 100% Grant Funded | Estimated # of Positions <100% Grant Funded | Grant Amount Budgeted |
| <b>Academic/Instructional</b>   |  |  |   |                       |
| 1   | Teacher  |  |   | \$                    |
| 2   | Educational aide   | 4  |   | \$46,340              |
| 3   | Tutor  |  |   | \$                    |
| <b>Program Management and Administration</b>  |  |  |   |                       |
| 4   | Project director (required)  | 1  |   | \$41,745              |
| 5   | Site coordinator (required)  | 2  |   | \$73,979              |
| 6   | Family engagement specialist (required)  | 1  |   | \$18,464              |
| 7   | Secretary/administrative assistant   |  |   | \$                    |
| 8   | Data entry clerk   |  |   | \$                    |
| 9   | Grant accountant/bookkeeper  |  |   | \$                    |
| 10  | Evaluator/evaluation specialist  |  |   | \$                    |
| <b>Auxiliary</b>  |  |  |   |                       |
| 11  | Counselor  |  |   | \$                    |
| 12  | Social worker  |  |   | \$                    |
| <b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b> |  |  |   |                       |
| 13  | ESC specialist/consultant  |  |   | \$                    |
| 14  | ESC coordinator/manager/supervisor   |  |   | \$                    |
| 15  | ESC support staff  |  |   | \$                    |
| 16  | ESC other  |  |   | \$                    |
| 17  | ESC other  |  |   | \$                    |
| 18  | ESC other  |  |   | \$                    |
| <b>Other Employee Positions</b>   |  |  |   |                       |
| 19  | Title  |  |   | \$                    |
| 20  | Title  |  |   | \$                    |
| 21  | Title  |  |   | \$                    |
| 22  | Subtotal employee costs:   |  |   | \$                    |
| <b>Substitute, Extra-Duty Pay, Benefits Costs</b>                                       |  |  |   |                       |
| 23  | 6112   | Substitute pay                             |   | \$                    |
| 24  | 6119   | Professional staff extra-duty pay          |   | \$                    |
| 25  | 6121   | Support staff extra-duty pay               |   | \$                    |
| 26  | 6140   | Employee benefits                          |   | \$                    |
| 27  | Subtotal substitute, extra-duty, benefits costs  |  |   | \$                    |
| 28  | <b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b> |  |   | <b>\$180,528</b>      |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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| <b>Schedule #8—Professional and Contracted Services (6200)</b>   |   |                                    |
|--|---|------------------------------------|
| County-district number or vendor ID: 74-2783782  |   | Amendment # (for amendments only): |
| <b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider. |   |                                    |
| <b>Professional and Contracted Services Requiring Specific Approval</b>  |   |                                    |
| Expense Item Description   |   | Grant Amount Budgeted              |
| 6269   | Rental or lease of buildings, space in buildings, or land | \$                                 |
|  | Specify purpose:  |                                    |
| <b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>   |   | \$                                 |
| <b>Professional and Contracted Services</b>  |   |                                    |
| #  | Description of Service and Purpose                        | Grant Amount Budgeted              |
| 1  |   | \$                                 |
| 2  |   | \$                                 |
| 3  |   | \$                                 |
| 4  |   | \$                                 |
| 5  |   | \$                                 |
| 6  |   | \$                                 |
| 7  |   | \$                                 |
| 8  |   | \$                                 |
| 9  |   | \$                                 |
| 10   |   | \$                                 |
| 11   |   | \$                                 |
| 12   |   | \$                                 |
| 13   |   | \$                                 |
| 14   |   | \$                                 |
| <b>b. Subtotal of professional and contracted services:</b>  |   | \$                                 |
| <b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>   |   | \$                                 |
| <b>(Sum of lines a, b, and c) Grand total</b>  |   | <b>\$</b>                          |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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| <b>Schedule #9—Supplies and Materials (6300)</b>          |   |   |
|---|---|---|
| County-District Number or Vendor ID: 74-2783782           |   | Amendment number (for amendments only): |
| <b>Supplies and Materials Requiring Specific Approval</b> |   |   |
| <b>Expense Item Description</b>                           |   | <b>Grant Amount Budgeted</b>            |
| 6300  | Total supplies and materials that do not require specific approval: | \$82,800                                |
| <b>Grand total:</b>                                       |   | <b>\$82,800</b>                         |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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| <b>Schedule #10—Other Operating Costs (6400)</b>                            |  |   |
|---|--|---|
| County-District Number or Vendor ID: 74-2783782                             |  | Amendment number (for amendments only): |
| <b>Expense Item Description</b>   |  | <b>Grant Amount Budgeted</b>            |
| 6411  | Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally. | \$                                      |
| 6412  | Travel for students to conferences (does not include field trips). Requires pre-authorization in writing.                | \$                                      |
|   | Specify purpose:   |   |
| 6412/<br>6494   | Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.         | \$                                      |
| 6413  | Stipends for non-employees other than those included in 6419   | \$                                      |
| 6419  | Non-employee costs for conferences. Requires pre-authorization in writing.   | \$                                      |
| Subtotal other operating costs requiring specific approval:                 |  | \$                                      |
| Remaining 6400—Other operating costs that do not require specific approval: |  | \$1,536                                 |
| <b>Grand total:</b>   |  | <b>\$1,536</b>                          |

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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| Schedule #11—Capital Outlay (6600)  |                         |          |   |                       |
|---|-------------------------|----------|---|-----------------------|
| County-District Number or Vendor ID: 74-2783782   |                         |          | Amendment number (for amendments only): |                       |
| #   | Description and Purpose | Quantity | Unit Cost                               | Grant Amount Budgeted |
| <b>6669—Library Books and Media (capitalized and controlled by library)</b>   |                         |          |   |                       |
| 1   |                         | N/A      | N/A                                     | \$                    |
| <b>66XX—Computing Devices, capitalized</b>  |                         |          |   |                       |
| 2   |                         |          | \$                                      | \$                    |
| 3   |                         |          | \$                                      | \$                    |
| 4   |                         |          | \$                                      | \$                    |
| 5   |                         |          | \$                                      | \$                    |
| 6   |                         |          | \$                                      | \$                    |
| 7   |                         |          | \$                                      | \$                    |
| 8   |                         |          | \$                                      | \$                    |
| 9   |                         |          | \$                                      | \$                    |
| 10  |                         |          | \$                                      | \$                    |
| 11  |                         |          | \$                                      | \$                    |
| <b>66XX—Software, capitalized</b>   |                         |          |   |                       |
| 12  |                         |          | \$                                      | \$                    |
| 13  |                         |          | \$                                      | \$                    |
| 14  |                         |          | \$                                      | \$                    |
| 15  |                         |          | \$                                      | \$                    |
| 16  |                         |          | \$                                      | \$                    |
| 17  |                         |          | \$                                      | \$                    |
| 18  |                         |          | \$                                      | \$                    |
| <b>66XX—Equipment or furniture</b>  |                         |          |   |                       |
| 19  |                         |          | \$                                      | \$                    |
| 20  |                         |          | \$                                      | \$                    |
| 21  |                         |          | \$                                      | \$                    |
| 22  |                         |          | \$                                      | \$                    |
| 23  |                         |          | \$                                      | \$                    |
| 24  |                         |          | \$                                      | \$                    |
| 25  |                         |          | \$                                      | \$                    |
| 26  |                         |          | \$                                      | \$                    |
| 27  |                         |          | \$                                      | \$                    |
| 28  |                         |          | \$                                      | \$                    |
| <b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b> |                         |          |   |                       |
| 29  |                         |          |   | \$                    |
| <b>Grand total:</b>   |                         |          |   | \$                    |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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**Schedule #14—Management Plan**

County-district number or vendor ID: 74-2783782

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the desired qualifications, experience, and any requested certifications of the primary project personnel projected to be involved in the implementation and delivery of the program. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

| #  | Title                        | Desired Qualifications, Experience, Certifications  |
|----|------------------------------|---|
| 1. | Project Director             | To perform this job successfully, an individual must be able to perform each essential duty satisfactory. Education requirements, Bachelors degree in Education, counseling, social work or related field. Three years experience in an educational and/or social work setting. Supervisory experience of small to medium teams.  |
| 2. | Site Coordinator(s)          | To perform this job successfully, an individual must be able to perform each essential duty satisfactory. Education requirements, Bachelors degree in Education, counseling, social work or related field. Two years experience with at risk families that have diverse cultures and economic backgrounds.  |
| 3. | Family Engagement Specialist | To perform this job successfully, an individual must be able to perform each essential duty satisfactory. Preferred education requirements, Bachelors degree in Education, counseling, social work or related field. Preferred 1 year experience working in communities of high-need and/or in working in out-of- school time programs. Preferred experience in providing child development or parenting skills training and working with families to access resources. |

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

| #  | Objective   | Milestone  | Begin Activity | End Activity |
|----|---|--|----------------|--------------|
| 1. | Assist Student Academic Achievement                             | 1. Daily Tutoring and Homework Assistance  | 08/29/2018     | 07/31/2019   |
|    |   | 2. Provide resources on study skills   | 08/29/2018     | 07/31/2019   |
|    |   | 3. Mentor students   | 08/29/2018     | 07/31/2019   |
|    |   | 4. Help students establish assignment goals                                      | 08/29/2018     | 07/31/2019   |
|    |   | 5. Kidz Club reading time  | 08/29/2018     | 07/31/2019   |
| 2. | Provide STEAM Exploration Opportunities                         | 1. Students use creativity to turn ideas into meaningful products                | 08/29/2018     | 07/31/2019   |
|    |   | 2. Weekly STEAM centric hands on learning activities                             | 08/29/2018     | 07/31/2019   |
|    |   | 3. STEAM Enrichment Field trips  | 08/29/2018     | 07/31/2019   |
|    |   | 4.   |                |              |
|    |   | 5.   |                |              |
| 3. | Increase Student Physical Health and Wellness                   | 1. Daily SPARK(Sports, Play & Active, Recreation for Kids) Curriculum activities | 08/29/2018     | 07/31/2019   |
|    |   | 2. Engage students in physical recreational activities                           | 08/29/2018     | 07/31/2019   |
|    |   | 3. Provide a healthy snack daily   | 08/29/2019     | 07/31/2019   |
|    |   | 4.   |                |              |
|    |   | 5.   |                |              |
| 4. | Improve Student Financial Literacy/Parent Engagement Activities | 1. Practical Money Skills Financial Literacy Lessons                             | 08/29/2018     | 07/31/2019   |
|    |   | 2. Provide interactive financial focused games                                   | 08/29/2018     | 07/31/2019   |
|    |   | 3. Practice making financial decisions   | 08/29/2018     | 07/31/2019   |
|    |   | 4. Parent education classes and activities                                       |                |              |
|    |   | 5.   |                |              |
| 5. | Develop Mental Health and Wellness                              | 1. One-on-one and family/group counseling  | 08/29/2018     | 07/31/2019   |
|    |   | 2. Conduct life skills classes   | 08/29/2018     | 07/31/2019   |
|    |   | 3. Increase access to community resources through referrals                      | 08/29/2018     | 07/31/2019   |
|    |   | 4.   |                |              |
|    |   | 5.   |                |              |

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**Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 74-2783782

Amendment # (for amendments only):

**Statutory Requirement 1:** Describe how the eligible entity evaluated community needs and resources. Describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address those needs. Specifically address the needs of working families. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

In deciding a target population to serve with the program, JOVEN studied census data and TEA School Performance Reports and TEA Student Data reports of various areas within Bexar County. According to the U.S. Census Bureau, Bexar County is currently the 4th most populated county in Texas and an income and poverty status report revealed that 16.3% of individuals are in poverty.

For the Creando la Vision (CLV), the JOVEN centers are located within the Southside Independent School District. Southside ISD consists of 8 schools with over 5,700 students and serves the rural far south side region of Bexar County known as Losoya. The area contains many of the challenges commonly found among rural school districts and communities such as travel times to school, less access to resources, and minimal wireless network availability. The TEA District Profile for Southside ISD also shows that 81.1% of students are Economically Disadvantaged and 66.3% are considered At Risk. When reviewing 2017 STAAR testing reports across all grade levels, only 28% of Southside ISD students met grade level for two or more subjects.

The target population consists of male and females K-6th grade levels. These students are primarily children of Hispanic descent living in poverty with risk factors such as poor school readiness, low self-esteem, lack of confidence, poor social skills; family disorganization, conflict, lack of positive role models and community bonding. These are formulas that can lead to delinquency, early substance abuse, and risky behaviors. Protective factors needed are positive personal characteristics (e.g. cooperation, self-esteem, self-discipline, motivation), family-bonding, and a community of caring, including schools and neighborhood support.

Even though JOVEN's target population is in a poverty stricken region of Bexar County, the majority parents work, often multiple jobs, and are left with the burden of finding care for their youth during out of school hours. The Census Bureau reports that individuals working in rural communities earn less than workers in urban areas. The gap between work and school schedules presents working parents with the challenge of finding someone to care for their children after the school day ends and while they are still at work.

On a national level, more than 15 million school-age children (26 percent) are on their own after school. Among them, more than 1 million are in grades K-5. (Afterschool Alliance, 2009) More than 28 million parents of school-age children are employed, including 23 million who work full time. (U.S. Department of Labor, 2010) However only 8.4 million K-12 children (15 percent) participate in afterschool programs. An additional 18.5 million would participate if a quality program were available in their community. (Afterschool Alliance, 2009)

However, children in working families in rural communities are much less likely than other children to participate in afterschool programs. Only 7% of children in working families in rural communities participate in afterschool programs. Parents of rural program participants are also much more likely than parents of urban or suburban participants to say that they chose their afterschool program because no other programs were available. (Afterschool Alliance 2003)

Therefore by placing CLV in the rural region of Southside ISD, not only are we providing social and academic enrichment programs for youth, but also offering a service to an economically depressed region that would otherwise have no other alternative. JOVEN's CLV program enhances protective factors by providing youth enrichment opportunities as well as offering adult guidance while enhancing academic skill development, counseling and teaching about overall health and wellness. At JOVEN, children who come from problematic backgrounds are able to shine and experience success now. These positive experiences build self-confidence and self-esteem, and overtime make deposits in the child's character development, such that she/he is able to not only make good decisions on a day to day basis, but also reach their most ambitious goals. To our knowledge, there is no other free, comprehensive OST program in the area.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 74-2783782

Amendment # (for amendments only):

**Statutory Requirement 2:** Describe the planned partnership between the applicant and the proposed eligible partner organization(s) listed on Schedule 3 – Certification of Shared Services, including how the partnership will contribute to achieving stated objectives and sustaining the program over time, or provide evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements. *Check the box that applies to this application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.*

☐ This applicant is part of a planned partnership.

☒ This applicant is unable to partner.
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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 74-2783782

Amendment # (for amendments only):

**Statutory Requirement 3:** Describe how the proposed program will impact performance, attendance, discipline referrals, advancement, and, if applicable, high school graduation rates and career competencies. If the program proposes to impact additional local measures or objectives, state those here and describe how the program is designed to impact those. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

JOVEN's Creando la Vision (CLV) creates a setting where children are safe, use time well, and grow as individuals, to reduce the school dropout rate, criminal activity, drug and alcohol usage, sexually transmitted diseases, and obesity among JOVEN's participants. We strive to work with parents, school officials, and other community groups/individuals to develop a holistic solution to the school dropout problem. JOVEN addresses the critical need by providing free high-quality activities throughout the year. JOVEN will not only address the deficit lack of available programs, but also add value by engineering the growth and well-being of our participants by offering daily tutoring and homework assistance; Counseling; physical activities (Sports, Play, & Active, Recreation for Kids -SPARK curriculum); Arts and crafts; Kidz Reading Club; and STEAM activities.

As mentioned, standardized testing results show a lack of grade level competencies for the majority of students in Southside ISD. A key aspect of Creando la Vision is improving academic performance by aligning the program academically with the school day. JOVEN coordinates with SISD staff to help understand what the school needs and recommends for students participating in CLV. This connects our program's objectives to meet those of the schools, and thus allow our tutoring and instruction time to communicate with the students the same goals as the school.

Students who live in communities with high levels of poverty are four times more likely to be chronically absent than others often for reasons beyond their control, such as unstable housing, unreliable transportation and a lack of access to health care. Attendance improves when schools engage students and parents in positive ways and when schools provide mentors for chronically absent students. When students improve their attendance rates, they improve their academic prospects and chances for advancement. CLV provides engagement and mentorship during OST hours that traditional school time can sometimes lack. By providing positive youth development during after school hours we can impact school attendance, and therefore performance, among students participating in the program.

Students participating in CLV also have free access to JOVEN's counseling program. JOVEN counselors meet with students that center on topics such as communication, coping, self-esteem, bullying, substance abuse, school failure, isolation, withdrawal, delinquency, and conflict resolution. JOVEN extends counseling services to the families of the participant to provide valuable training in skills that help them strengthen their family and assist in their student's overall success. Providing these valuable resources and increasing family engagement decreases discipline referrals.

What JOVEN really does is build character, and character development takes time. We have the patience and the skills to invest in each child, knowing that the return on investment will be a strong character, such that the child is able to resist negative influence temptations and instead make sound choices, even in the absence of an adult.

**Schedule #16—Responses to Statutory Requirements (cont.)****For TEA Use Only**

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By TEA staff person:

|  |  |                                    |
|--|--|------------------------------------|
| County-district number or vendor ID: 74-2783782  |  | Amendment # (for amendments only): |
| <p><b>Statutory Requirement 4:</b> Explain how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, positive youth development of the students, and, if applicable, postsecondary and workforce preparation. <b>Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</b></p> <p>In all JOVEN's program we put an emphasis on using evidence-based practices and CLV is no different. Recently there has been an increase in the number of evaluations of afterschool programs, which in turn has helped parents, educators, business leaders and policy makers alike to see the range of positive outcomes associated with participation in afterschool programs.</p> <p>JOVEN's achievement goals are frequently district affiliated stressing the improvement of academic performance and maintaining a more consistent linkage with the school day curricula (in terms of curriculum coordination, communication, and adherence to state standards). Research has shown that quality afterschool programs have the ability to excite children about learning, spark their curiosity and connect school-day lessons to their everyday lives. They have the capacity to strengthen students' engagement in school and help them set higher educational aspirations for themselves.</p> <p>Northwest Regional Educational Laboratory (2003) emphasizes that afterschool programs need a strong link to academics and other objectives in the day school to increase student achievement. This continuity of learning between the school and afterschool program is supported theoretically in the work of Noam, Biancarosa, and Dechausay (2002). These researchers posit that the "bridging" of school and afterschool helps to promote more meaningful academic learning. CLV creates the academic bridge between school-day lessons and afterschool by making sure the same goals expressed during their classes are carried over to the homework and tutoring time provided by JOVEN staff. Meetings with teachers and school administration gives us insight into the classroom assignment and how we can assist instruction during after school hours as a means to meet the district objectives.</p> <p>Research has found that students see academic and developmental gains when afterschool programs diversify the types of activities youth are able to take part in. JOVEN implements active learning styles that require the youth to engage through role-play in the material they learn. In our programming youth are able to not only learn material but use it by role playing or through social interactions to help attain mastery in a skill much faster than a program that does not support active learning. After school programs have the ability to implement physical activity into programming to support active learning in engaging in skills and promote physical well-being. Research suggests that physical activity helps promote and preserve executive functioning and achievement in youth. CLV recreation activities also reduce stress levels, increase peer interaction, and build self-worth among participants.</p> <p>JOVEN afterschool program staff are mentors, role models and support systems for children and youth attending afterschool programs. Positive afterschool program staff-student relationships create an environment in which students feel safe and supported, fostering student growth socially, emotionally and academically. A review of high-quality programs highlighted their ability to create a supportive environment between staff and participants—where an open dialogue and interest in students' lives was encouraged as a common factor found across most programs.</p> <p>Family engagement in their child's education is an integral component to support student growth and success. Multiple benefits are associated with parent engagement such as improved academic performance, attendance and promotion rates and are documented in a number of studies. JOVEN engages families by planning, coordinating and implementing activities at each center. CLV staff provide family support services through workshops related to areas of child development, college readiness, and community resources. Partnerships established between afterschool programs and families are mutually beneficial, as afterschool programs can raise overall family engagement in their child's education. Through this partnership JOVEN leverages its other programs to and provide wraparound services to families such as counseling and connecting them to other social services.</p> <p>JOVEN believes continuous evaluation and improvement are important components of the CLV program. Research has found that programs implementing ongoing evaluation and improvement efforts have seen positive results. Specifically, the use of evaluation tools in program planning, curriculum development, and general improvements can lead to improved student outcomes. To ensure that students are benefiting from the curriculum and instruction, periodic program evaluations are conducted.</p> |  |                                    |
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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 74-2783782

Amendment # (for amendments only):

**Statutory Requirement 5:** Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The Creando la Vision Program Director ensures that instructional components of the program align with the school day. The Program Director works directly with teachers and administrators from the school to obtain information that is used to guide CLV instruction. This can be accomplished through regular communication with key school staff, and also through participation in school meetings and committees. For example, coordinators can attend staff meetings, participate in common planning periods, serve on school leadership teams, and participate in parent-teacher organizations.

The Site Coordinators gather information from classroom teachers about homework assignments, concepts the student is struggling with during the school day, or the instructional strategies that are most effective with the student. Information gathered from the school and the district can be used to prioritize efforts to raise academic achievement and support student learning during the school day. CLV aligns activities, instruction, and any formal curriculum with the state and local standards, as well as the content and curriculum of the school day. CLV does not repeat classroom instruction, but rather use different methods to support and reinforce what students learn in school. Staff can help students develop skills that support classroom instruction, such as learning how to plan, take notes, develop an outline, or study for an upcoming test. For example, CLV staff explicitly teach a skill and require students to practice that skill using an assignment from the school day.

JOVEN activities includes: academic support daily tutoring and homework assistance to increase academic achievement; Counseling to assist youth with their mental health needs to prevent functional impairment which can interfere with the limits a child's role or functioning in family, school, or community activities; physical activities (Sports, Play, & Active, Recreation for Kids -SPARK curriculum) model the behavior necessary to achieve a healthy and positive lifestyle; Arts and craft hands on activities for youth to express and explore their imagination; Kidz Club reading to increase literacy; STEAM activities and field trips that encourage exploration and hands-on learning and financial literacy lessons through Practical Money Skills curriculum.

CLV is an opportunity to supplement learning from the school day and to provide academic assistance, however since the program is shorter than the school day, instruction must be focused and targeted. CLV utilizes the results of assessments administered to students during the school day—combined with input from classroom teachers—to individualize instruction. General assessment can measure a student's content knowledge, appropriate difficulty level, mastery of a topic, or skills that require emphasis during instruction. The information gathered from assessments should be used to adapt the content, pace, and approach in instructing the student, whether in a one-on-one setting or in small groups.

Student engagement in school and classroom instruction is correlated with improved academic outcomes, and disengagement is correlated with poor academic performance. Student choice, cooperative learning experiences, and hands-on and real world activities, as well as supportive relationships between staff and students, have been linked to student engagement, persistence with learning activities, and connection to the school. However, JOVEN believes that by making the connection between engaging activities and academic learning explicit, CLV can produce greater academic achievement gains.

CLV encourages interaction among peers by pairing struggling students with more advanced partners to help them grasp difficult concepts. Staff also can break students into groups to work together to solve a problem or to rotate through learning stations, but effective group exercises can be less formal and as simple as having a group of three students complete a math problem together. Hands-on activities are also helpful in reinforcing academic content. CLV provide opportunities for students to use exploration, creativity, discovery and play. Games, projects, manipulatives, and computer can provide practice and enrichment on content objectives. Hands-on science and math projects or exploratory learning activities make academic subjects interesting for students.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 74-2783782

Amendment # (for amendments only):

**Statutory Requirement 6:** Describe the applicant's plan to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

JOVEN has an established communication plan to inform, educate key audiences, and the general public about our work on out of school time (OST) programs. The communication plan helps us raise public awareness of our community's OST needs, challenges, and successes, and obtain needed funding and support. It also helps us to develop or enhance our OST programming and increase enrollment.

JOVEN utilizes five key steps in disseminating information by (1) establishing goals; (2) defining key audiences; (3) identifying key messages; (4) creating a tactical outreach plan; and (5) specifying a timeline for moving forward. JOVEN uses our social media to market the program, the district allows us to advertise the program on their facebook and website, we utilize the community and drop off flyers at local businesses, direct mail, use key messages, and provide a vendor table during the registration process at the schools.

JOVEN statagizes and adapts our goals in order to meet the needs of the community to move forward and ensure success.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 74-2783782

Amendment # (for amendments only):

**Statutory Requirement 7:** Please describe the transportation needs of participating students and how students participating in the program will travel safely to and from the center(s) and home. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Transportation continues to be a challenge in the out-of-school time (OST) world. Many youth depend on rides from a parent or other adult in their life, and can't attend programs if that adult is at work or doesn't own a car. Youth often lack the ability to travel to a program location or do not feel safe doing so alone. Without safe, easy, reliable transportation to OST programs, youth miss the many benefits that OST participation can provide. Through our partnership with Southside Independent School District, students participating in the Creando La Vision program are transported from the feeder school to the center at the end of school day for program activities. JOVEN transports the participants in a 15 fleet passenger van. In addition to helping young people participate in enriching learning and development experiences, the JOVEN van serve as a community development tool by bringing together neighborhood partners and promoting program coordination.

Over the years JOVEN has provided transportation from these feeder schools to our center and have established a designated location where students wait to be picked up while being supervised by school district staff. This ensures that participants are monitored and safely transported from the feeder school to the center.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 74-2783782

Amendment # (for amendments only):

**Statutory Requirement 8:** Describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores).

**Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

JOVEN relies on volunteers to enhance our programs, groups and individual supports to children in need of special attention. Volunteer opportunities provide learning experience for future careers in the field of social services. Volunteering gives back to communities. Volunteering with JOVEN is a progressive partnership that may also be called an internship or practicum study. All volunteers are encouraged to utilize their special talents and work on pursuing interest in a manner that supports the activities and mission of JOVEN.

JOVEN's policies require pre-service criminal, driving and other background checks on all applicants for employment, volunteer service, interns, practicum students, and subcontractors (collectively "applicants") who work directly with youth and/or their families. JOVEN contacts references and verifies information provided by applicants. Individuals (staff, board of directors, subcontractors, interns, and volunteers) are required to notify JOVEN of an arrest, conviction, investigation, or any other legal involvement.

At JOVEN, staff and volunteers consider themselves shareholders, everyone working together to help move JOVEN towards accomplishing our goals and mission.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 74-2783782

Amendment # (for amendments only):

**Statutory Requirement 9:** Describe a preliminary plan for how the community learning center will continue after funding under this grant ends, including how the resources provided by this grant will assist the program in local sustainability efforts and how the proposed program will coordinate federal, state, and local programs to make the most effective use of public resources to supplement existing programs and services on the campus(es). **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

It is JOVEN's intent to continue this program after Texas 21<sup>st</sup> Century Community Learning Center support has ended. The need for increasing out of school time enrichment programs for youth must be a permanent effort. JOVEN contends that an effective program will warrant continued support, which could come from either public or private sector sources, or both. So, prior to the expiration of a cooperative agreement with Texas 21<sup>st</sup> Century Community Learning Center, JOVEN intends to apply for funding from both public sources and private sources (principally foundations whose priorities pertain to this topic). JOVEN expects to leverage future funding with significant volunteer assistance. Parents, college students, and other referrals augment our staff to provide logistical assistance and increase the efficacy of our programs. These individuals enable JOVEN to enhance program delivery while creating a greater return on investment for our funding sources.

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## Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 74-2783782

Amendment # (for amendments only):

TEA Program Requirement 1: Enter center-level information requested for each of the proposed centers.

| Center 1 |  | Name and physical address of center site:                                   | The campus is (check all that apply):   | Grade levels to be served (check all that apply):  |   |
|----------|--|---|---|--|---|
|          |  | Willim Pearce Primary<br>19190 Hwy 281 S#3<br>San Antonio, Tx 78221         | <input type="checkbox"/> 40% or higher economically disadvantaged<br><input type="checkbox"/> 2017-2018 Focus School<br><input type="checkbox"/> 2017-2018 Priority School<br><input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR | <input type="checkbox"/> Pre-K<br><input type="checkbox"/> K-2<br><input type="checkbox"/> 3-4<br><input type="checkbox"/> 5-6 | <input type="checkbox"/> 7-8<br><input type="checkbox"/> 9<br><input type="checkbox"/> 10-11<br><input type="checkbox"/> 12 |
|          |  | 9-digit campus ID number: 015917102   |   |  |   |
|          |  | Cost per student \$983  |   |  |   |
|          |  | "Regular" student target (to be served 45 days or more annually): 60        | Parent/legal guardian target (in proportion with student target):   | 37   |   |
|          |  |   | Feeder school #1  | Feeder school #2   | Feeder school #3  |
|          |  | Campus name   | Freedom Elementary  | Losoya Intermediate  | Hertiage Elementary   |
|          |  | 9-digit campus ID number  | 015917105   | 015917103  | 015917104   |
|          |  | Estimated transportation time   | 7 minutes   | 1 minute   | 7 minutes   |
| Center 2 |  | Name and physical address of center site:                                   | The campus is (check all that apply):   | Grade levels to be served (check all that apply):  |   |
|          |  | Julian C Gallardo Elementary<br>1300 Del Lago Parkway<br>San Antonio, 78221 | <input type="checkbox"/> 40% or higher economically disadvantaged<br><input type="checkbox"/> 2017-2018 Focus School<br><input type="checkbox"/> 2017-2018 Priority School<br><input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR | <input type="checkbox"/> Pre-K<br><input type="checkbox"/> K-2<br><input type="checkbox"/> 3-4<br><input type="checkbox"/> 5-6 | <input type="checkbox"/> 7-8<br><input type="checkbox"/> 9<br><input type="checkbox"/> 10-11<br><input type="checkbox"/> 12 |
|          |  | 9-digit campus ID number: 015917106   |   |  |   |
|          |  | Cost per student \$983  |   |  |   |
|          |  | "Regular" student target (to be served 45 days or more annually): 60        | Parent/legal guardian target (in proportion with student target):   | 37   |   |
|          |  |   | Feeder school #1  | Feeder school #2   | Feeder school #3  |
|          |  | Campus name   | Menchaca Pre-K and Kindergarten Campus (new school currently being built, will open 8/10/18)  |  |   |
|          |  | 9-digit campus ID number  | No TEA digit was found on TEA website at this time  |  |   |
|          |  | Estimated transportation time   | 8 minutes   |  |   |
| Center 3 |  | Name and physical address of center site:                                   | The campus is (check all that apply):   | Grade levels to be served (check all that apply):  |   |
|          |  |   | <input type="checkbox"/> 40% or higher economically disadvantaged<br><input type="checkbox"/> 2017-2018 Focus School<br><input type="checkbox"/> 2017-2018 Priority School<br><input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR | <input type="checkbox"/> Pre-K<br><input type="checkbox"/> K-2<br><input type="checkbox"/> 3-4<br><input type="checkbox"/> 5-6 | <input type="checkbox"/> 7-8<br><input type="checkbox"/> 9<br><input type="checkbox"/> 10-11<br><input type="checkbox"/> 12 |
|          |  | 9-digit campus ID number:   |   |  |   |
|          |  | Cost per student \$   |   |  |   |
|          |  | "Regular" student target (to be served 45 days or more annually):           | Parent/legal guardian target (in proportion with student target):   |  |   |
|          |  |   | Feeder school #1  | Feeder school #2   | Feeder school #3  |
|          |  | Campus name   |   |  |   |

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|---|---|--|---|------------------------------------|--|
| 9-digit campus ID number  |   |  |   |                                    |  |
| Estimated transportation time                                     |   |  |   |                                    |  |
| <b>Schedule #17—Responses to TEA Program Requirements (cont.)</b> |   |  |   |                                    |  |
| County-district number or vendor ID: 74-2783782                   |   |  |   | Amendment # (for amendments only): |  |
| <b>Center 4</b>   | Name and physical address of center site:                         |  | The campus is (check all that apply):   |                                    | Grade levels to be served (check all that apply):  |
|   |   |  | <input type="checkbox"/> 40% or higher economically disadvantaged<br><input type="checkbox"/> 2017-2018 Focus School<br><input type="checkbox"/> 2017-2018 Priority School<br><input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR |                                    | <input type="checkbox"/> Pre-K<br><input type="checkbox"/> K-2<br><input type="checkbox"/> 3-4<br><input type="checkbox"/> 5-6 |
|   | 9-digit campus ID number:   |  |   |                                    | <input type="checkbox"/> 7-8<br><input type="checkbox"/> 9<br><input type="checkbox"/> 10-11<br><input type="checkbox"/> 12    |
|   | Cost per student  |  | \$  |                                    |  |
|   | "Regular" student target (to be served 45 days or more annually): |  | Parent/legal guardian target (in proportion with student target):   |                                    |  |
|   |   |  | Feeder school #1  |                                    | Feeder school #2   |
|   | Campus name   |  |   |                                    | Feeder school #3   |
|   | 9-digit campus ID number  |  |   |                                    |  |
| Estimated transportation time                                     |   |  |   |                                    |  |
| <b>Center 5</b>   | Name and physical address of center site:                         |  | The campus is (check all that apply):   |                                    | Grade levels to be served (check all that apply):  |
|   |   |  | <input type="checkbox"/> 40% or higher economically disadvantaged<br><input type="checkbox"/> 2017-2018 Focus School<br><input type="checkbox"/> 2017-2018 Priority School<br><input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR |                                    | <input type="checkbox"/> Pre-K<br><input type="checkbox"/> K-2<br><input type="checkbox"/> 3-4<br><input type="checkbox"/> 5-6 |
|   | 9-digit campus ID number:   |  |   |                                    | <input type="checkbox"/> 7-8<br><input type="checkbox"/> 9<br><input type="checkbox"/> 10-11<br><input type="checkbox"/> 12    |
|   | Cost per student  |  | \$  |                                    |  |
|   | "Regular" student target (to be served 45 days or more annually): |  | Parent/legal guardian target (in proportion with student target):   |                                    |  |
|   |   |  | Feeder school #1  |                                    | Feeder school #2   |
|   | Campus name   |  |   |                                    | Feeder school #3   |
|   | 9-digit campus ID number  |  |   |                                    |  |
| Estimated transportation time                                     |   |  |   |                                    |  |
| <b>Center 6</b>   | Name and physical address of center site:                         |  | The campus is (check all that apply):   |                                    | Grade levels to be served (check all that apply):  |
|   |   |  | <input type="checkbox"/> 40% or higher economically disadvantaged<br><input type="checkbox"/> 2017-2018 Focus School<br><input type="checkbox"/> 2017-2018 Priority School<br><input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR |                                    | <input type="checkbox"/> Pre-K<br><input type="checkbox"/> K-2<br><input type="checkbox"/> 3-4<br><input type="checkbox"/> 5-6 |
|   | 9-digit campus ID number:   |  |   |                                    | <input type="checkbox"/> 7-8<br><input type="checkbox"/> 9<br><input type="checkbox"/> 10-11<br><input type="checkbox"/> 12    |
|   | Cost per student  |  | \$  |                                    |  |
|   | "Regular" student target (to be served 45 days or more annually): |  | Parent/legal guardian target (in proportion with student target):   |                                    |  |
|   |   |  | Feeder school #1  |                                    | Feeder school #2   |
|   | Campus name   |  |   |                                    | Feeder school #3   |
|   | 9-digit campus ID number  |  |   |                                    |  |
| Estimated transportation time                                     |   |  |   |                                    |  |

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|   | 9-digit campus ID number  |  |   |  |
|   | Estimated transportation time                                     |  |   |  |
| <b>Schedule #17—Responses to TEA Program Requirements (cont.)</b> |   |  |   |  |
| County-district number or vendor ID: 74-2783782                   |   |  | Amendment # (for amendments only):  |  |
| <b>Center 7</b>   | Name and physical address of center site:                         |  | The campus is (check all that apply):   |  |
|   |   |  | <input type="checkbox"/> 40% or higher economically disadvantaged<br><input type="checkbox"/> 2017-2018 Focus School<br><input type="checkbox"/> 2017-2018 Priority School<br><input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR |  |
|   | 9-digit campus ID number:   |  | Grade levels to be served (check all that apply):   |  |
|   | Cost per student \$   |  | <input type="checkbox"/> Pre-K<br><input type="checkbox"/> K-2<br><input type="checkbox"/> 3-4<br><input type="checkbox"/> 5-6  |  |
|   | "Regular" student target (to be served 45 days or more annually): |  | <input type="checkbox"/> 7-8<br><input type="checkbox"/> 9<br><input type="checkbox"/> 10-11<br><input type="checkbox"/> 12   |  |
|   |   |  | Parent/legal guardian target (in proportion with student target):   |  |
|   | Feeder school #1  |  | Feeder school #2  |  |
|   | Feeder school #3  |  |   |  |
| Campus name   |   |  |   |  |
| 9-digit campus ID number  |   |  |   |  |
| Estimated transportation time                                     |   |  |   |  |
| <b>Center 8</b>   | Name and physical address of center site:                         |  | The campus is (check all that apply):   |  |
|   |   |  | <input type="checkbox"/> 40% or higher economically disadvantaged<br><input type="checkbox"/> 2017-2018 Focus School<br><input type="checkbox"/> 2017-2018 Priority School<br><input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR |  |
|   | 9-digit campus ID number:   |  | Grade levels to be served (check all that apply):   |  |
|   | Cost per student \$   |  | <input type="checkbox"/> Pre-K<br><input type="checkbox"/> K-2<br><input type="checkbox"/> 3-4<br><input type="checkbox"/> 5-6  |  |
|   | "Regular" student target (to be served 45 days or more annually): |  | <input type="checkbox"/> 7-8<br><input type="checkbox"/> 9<br><input type="checkbox"/> 10-11<br><input type="checkbox"/> 12   |  |
|   |   |  | Parent/legal guardian target (in proportion with student target):   |  |
|   | Feeder school #1  |  | Feeder school #2  |  |
|   | Feeder school #3  |  |   |  |
| Campus name   |   |  |   |  |
| 9-digit campus ID number  |   |  |   |  |
| Estimated transportation time                                     |   |  |   |  |
| <b>Center 9</b>   | Name and physical address of center site:                         |  | The campus is (check all that apply):   |  |
|   |   |  | <input type="checkbox"/> 40% or higher economically disadvantaged<br><input type="checkbox"/> 2017-2018 Focus School<br><input type="checkbox"/> 2017-2018 Priority School<br><input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR |  |
|   | 9-digit campus ID number:   |  | Grade levels to be served (check all that apply):   |  |
|   | Cost per student \$   |  | <input type="checkbox"/> Pre-K<br><input type="checkbox"/> K-2<br><input type="checkbox"/> 3-4<br><input type="checkbox"/> 5-6  |  |
|   | "Regular" student target (to be served 45 days or more annually): |  | <input type="checkbox"/> 7-8<br><input type="checkbox"/> 9<br><input type="checkbox"/> 10-11<br><input type="checkbox"/> 12   |  |
|   |   |  | Parent/legal guardian target (in proportion with student target):   |  |
|   | Feeder school #1  |  | Feeder school #2  |  |
|   | Feeder school #3  |  |   |  |
| Campus name   |   |  |   |  |

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|   | 9-digit campus ID number   |  |   |  |
|   | Estimated transportation time  |  |   |  |
| <b>Schedule #17—Responses to TEA Program Requirements (cont.)</b> |  |  |   |  |
| County-district number or vendor ID: 74-2783782                   |  |  | Amendment # (for amendments only):  |  |
| <b>Center 10</b>  | <b>Name and physical address of center site:</b>                         |  | <b>The campus is (check all that apply):</b>  |  |
|   |  |  | <input type="checkbox"/> 40% or higher economically disadvantaged<br><input type="checkbox"/> 2017-2018 Focus School<br><input type="checkbox"/> 2017-2018 Priority School<br><input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR |  |
|   | <b>9-digit campus ID number:</b>   |  |   |  |
|   | <b>Cost per student</b>  |  | <b>\$</b>   |  |
|   | <b>"Regular" student target (to be served 45 days or more annually):</b> |  | <b>Parent/legal guardian target (in proportion with student target):</b>  |  |
|   |  |  |   |  |
|   | <b>Feeder school #1</b>  |  | <b>Feeder school #2</b>   |  |
|   | <b>Feeder school #3</b>  |  |   |  |
|   | <b>Campus name:</b>  |  |   |  |
|   | <b>9-digit campus ID number</b>  |  |   |  |
| <b>Estimated transportation time</b>                              |  |  |   |  |

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 74-2783782

Amendment # (for amendments only):

**TEA Program Requirement 2:** Describe the proposed management, center operations, and corresponding budget plan. Explain how the plan will help meet the program objectives and student service targets. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

JOVEN applies effective program management, support, and resources such as staff/student ratio, staff education experience, and ongoing evaluation. The program director ensures the day to day activities are being conducted properly with oversight of all staff. The site coordinator has a designated work space at the two center locations.

JOVEN has identified three areas as the center of our operation effective afterschool programming: setting goals and evaluation; curricular quality; and program environment. With three areas in mind, we focus on clear goals for content practice; assignment of research-based activities to achieve goals; alignment of content materials with state standards; links between content and day school activities; use of research-based curriculum and teaching strategies; provision of a positive program environment; employment of motivational strategies to engage students in learning; promotion of student engagement through meaningful experiences; periodic evaluation to check program effectiveness; periodic assessment to review student progress; and resetting of goals according to assessment results.

The majority of time in the out-of-school time program is focused on academic work, through homework assistance and instruction. The educational aides develop lesson plans and discuss them with their site coordinator. The site coordinators have a great deal of input into curriculum, but the project director has ultimate authority. The lesson plans developed are kept centrally so they can be replicated and used by all educational aides across centers. The educational aides use games to develop students' manners, sportsmanship, and sharing. Each center offers enrichment activities plus an additional play time either in the gym or on the playground. The educational aides enrichment activities and most of their academic activities are hands-on.

Parents pick up their children from the afterschool program daily. Educational aides and the site coordinators take advantage of this opportunity to talk with parents regularly about their children's progress, any behavior issues, or areas they need to work on with their children. Additionally, educational aides sometimes call parents, as needed. The afterschool program offers Parent education classes and activities as needed. The afterschool program also has a counselor who meets with parents as needed. Fliers are sent home with students to communicate with parents. JOVEN provides an open house for parents once a semester.

Staff attend trainings to increase professional development, through meetings, conferences, workshops and webinars. This is to ensure staff capabilities are current with the standards of others in the same field. JOVEN believes in delivering continuing professional development because it benefits the individual, their profession and the public. This helps improving staff skills competencies needed to produce outstanding educational results for students.

The budget plan sets a goal for the program by providing salary for a full time program director, two full time site coordinators and one part time family engagement specialist and four educational aides. The program provides nutritional snacks; supplies and materials needed for enrichment and non-enrichment activities and center level family engagement activities; as well as travel costs for the staff to attend conferences including transportation to the center from the feeder schools.

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By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 74-2783782

Amendment # (for amendments only):

**TEA Program Requirement 3:** Describe the proposed program evaluation plan, including a description of how program evaluation results will be used to improve program operations and quality. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

JOVEN program assessment tools provide a structure for assessing the program model and for identifying areas that need development. Our tools are used for self-evaluation, research, and planning. Our program staffing helps us, to hold accountability for all staff positions in our statement of work, staff responsibilities, direct and indirect staff salaries, an percentage of individuals devoted to each program. We ensure that all staff are properly trained in their designated role and responsibilities to meet required contract competencies. Our evaluation practices take into account a program's intended outcomes, phase of development, duration, and budget.

Data and tools that are used to evaluate effectiveness comes from pre and post participant surveys, teacher surveys, parent surveys, staff surveys, and self-reports. Each evaluation piece documents each participant's pre and post condition, and an outcome report is generated.

The student participant surveys are designed to assess several areas, such as participants' school experience and attitudes, their experience in the out-of-school time program, and reasons they participate in the program. The survey assesses satisfaction and the program impact on student success that is partially linked to school.

The teacher survey is designed to assess two major areas. The first part is completed for each regular student program attendee. Teachers reflect on improvements in attendance, homework completion, behavior, and so forth, since the student has participated in the program. Part two, which is completed once by each teacher, assesses perceptions about the program. Teachers are asked if they believe the program relates to what is taught during the school day, offers a variety of enrichment activities, and assesses communication between themselves and the program staff.

The parent survey asks parents to rate their satisfaction with the out-of-school time program, reflect on the impact it has had on their child(ren), and describe why their child(ren) participate. A Spanish version of the survey is also available. The staff survey asks site coordinators and program staff to describe their roles and activities in the program. It asks about professional development needs, communication with teachers and parents, support, and perceived impact of the program on students

Based on the data, JOVEN identifies and set priorities among necessary changes to program activities. It also helps us look for opportunities to help with solutions (e.g., new partnerships or channels of communication). Based on staff feedback we can also determine more appropriate ways to educate and train staff as needed. Also the overall program evaluation allows us to update our policies and procedures as necessary.

JOVEN strives on three major components quality assessment, quality improvement, and tracking/reporting. Quality assessment is focused not only on monitoring and evaluation, but also the means to complete goals, data collection, measurement (corrective action if needed), and report it to our JABR database. Quality improvement uses quality assurance and control of processes as well as the reliability of achieving an outcome to attain more consistent quality. The program director is a representative of their program which allows them to identify and discuss any opportunities to improve our services and delivery to the youth, families, and community we serve. The program director establishes unity of purpose on the problem and direction of it, makes final decisions on all improvements and service delivery.

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**Schedule #18—Equitable Access and Participation**

County-District Number or Vendor ID: 74-2783782

Amendment number (for amendments only):

**No Barriers**

| #   | No Barriers   | Students                            | Teachers                            | Others                              |
|-----|---|-------------------------------------|-------------------------------------|-------------------------------------|
| 000 | The applicant assures that no barriers exist to equitable access and participation for any groups | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |

**Barrier: Gender-Specific Bias**

| #   | Strategies for Gender-Specific Bias  | Students                 | Teachers                 | Others                   |
|-----|--|--------------------------|--------------------------|--------------------------|
| A01 | Expand opportunities for historically underrepresented groups to fully participate   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A02 | Provide staff development on eliminating gender bias   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A03 | Ensure strategies and materials used with students do not promote gender bias  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A04 | Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A05 | Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A06 | Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A99 | Other (specify)  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Barrier: Cultural, Linguistic, or Economic Diversity**

| #   | Strategies for Cultural, Linguistic, or Economic Diversity  | Students                 | Teachers                 | Others                   |
|-----|---|--------------------------|--------------------------|--------------------------|
| B01 | Provide program information/materials in home language  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B02 | Provide interpreter/translator at program activities  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B03 | Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B04 | Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B05 | Develop/maintain community involvement/participation in program activities  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B06 | Provide staff development on effective teaching strategies for diverse populations  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B07 | Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B08 | Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B09 | Provide parenting training  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B10 | Provide a parent/family center  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B11 | Involve parents from a variety of backgrounds in decision making  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 74-2783782

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

| #   | Strategies for Cultural, Linguistic, or Economic Diversity   | Students                 | Teachers                 | Others                   |
|-----|--|--------------------------|--------------------------|--------------------------|
| B12 | Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B13 | Provide child care for parents participating in school activities  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B14 | Acknowledge and include family members' diverse skills, talents, and knowledge in school activities  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B15 | Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B16 | Offer computer literacy courses for parents and other program beneficiaries  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B17 | Conduct an outreach program for traditionally "hard to reach" parents  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B18 | Coordinate with community centers/programs   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B19 | Seek collaboration/assistance from business, industry, or institutions of higher education   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B20 | Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B21 | Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B22 | Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B23 | Provide mediation training on a regular basis to assist in resolving disputes and complaints   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B99 | Other (specify)  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Barrier: Gang-Related Activities**

| #   | Strategies for Gang-Related Activities   | Students                 | Teachers                 | Others                   |
|-----|--|--------------------------|--------------------------|--------------------------|
| C01 | Provide early intervention   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C02 | Provide counseling   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C03 | Conduct home visits by staff   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C04 | Provide flexibility in scheduling activities   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C05 | Recruit volunteers to assist in promoting gang-free communities                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C06 | Provide mentor program   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C07 | Provide before/after school recreational, instructional, cultural, or artistic programs/activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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By TEA staff person:

**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 74-2783782

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

| #   | Strategies for Gang-Related Activities   | Students                 | Teachers                 | Others                   |
|-----|--|--------------------------|--------------------------|--------------------------|
| C08 | Provide community service programs/activities  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C09 | Conduct parent/teacher conferences   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C10 | Strengthen school/parent compacts  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C11 | Establish collaborations with law enforcement agencies   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C12 | Provide conflict resolution/peer mediation strategies/programs                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C13 | Seek collaboration/assistance from business, industry, or institutions of higher education           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C14 | Provide training/information to teachers, school staff, and parents to deal with gang-related issues | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C99 | Other (specify)  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Barrier: Drug-Related Activities**

| #   | Strategies for Drug-Related Activities   | Students                 | Teachers                 | Others                   |
|-----|--|--------------------------|--------------------------|--------------------------|
| D01 | Provide early identification/intervention  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D02 | Provide counseling   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D03 | Conduct home visits by staff   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D04 | Recruit volunteers to assist in promoting drug-free schools and communities                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D05 | Provide mentor program   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D06 | Provide before/after school recreational, instructional, cultural, or artistic programs/activities   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D07 | Provide community service programs/activities  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D08 | Provide comprehensive health education programs  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D09 | Conduct parent/teacher conferences   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D10 | Establish school/parent compacts   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D11 | Develop/maintain community collaborations  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D12 | Provide conflict resolution/peer mediation strategies/programs                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D13 | Seek collaboration/assistance from business, industry, or institutions of higher education           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D14 | Provide training/information to teachers, school staff, and parents to deal with drug-related issues | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D99 | Other (specify)  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Barrier: Visual Impairments**

| #   | Strategies for Visual Impairments                | Students                 | Teachers                 | Others                   |
|-----|--|--------------------------|--------------------------|--------------------------|
| E01 | Provide early identification and intervention    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E02 | Provide program materials/information in Braille | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 74-2783782

Amendment number (for amendments only):

**Barrier: Visual Impairments**

| #   | Strategies for Visual Impairments  | Students                 | Teachers                 | Others                   |
|-----|--|--------------------------|--------------------------|--------------------------|
| E03 | Provide program materials/information in large type                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E04 | Provide program materials/information in digital/audio formats                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E05 | Provide staff development on effective teaching strategies for visual impairment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E06 | Provide training for parents   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E07 | Format materials/information published on the internet for ADA accessibility     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E99 | Other (specify)  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Barrier: Hearing Impairments**

| #   | Strategies for Hearing Impairments  |                          |                          |                          |
|-----|---|--------------------------|--------------------------|--------------------------|
| F01 | Provide early identification and intervention                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F02 | Provide interpreters at program activities  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F03 | Provide captioned video material  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F04 | Provide program materials and information in visual format                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F05 | Use communication technology, such as TDD/relay                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F06 | Provide staff development on effective teaching strategies for hearing impairment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F07 | Provide training for parents  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F99 | Other (specify)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Barrier: Learning Disabilities**

| #   | Strategies for Learning Disabilities  | Students                 | Teachers                 | Others                   |
|-----|---|--------------------------|--------------------------|--------------------------|
| G01 | Provide early identification and intervention   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G02 | Expand tutorial/mentor programs   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G03 | Provide staff development in identification practices and effective teaching strategies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G04 | Provide training for parents in early identification and intervention                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G99 | Other (specify)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Barrier: Other Physical Disabilities or Constraints**

| #   | Strategies for Other Physical Disabilities or Constraints  | Students                 | Teachers                 | Others                   |
|-----|--|--------------------------|--------------------------|--------------------------|
| H01 | Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| H02 | Provide staff development on effective teaching strategies   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| H03 | Provide training for parents   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| H99 | Other (specify)  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 74-2783782

Amendment number (for amendments only):

**Barrier: Inaccessible Physical Structures**

| #   | Strategies for Inaccessible Physical Structures   | Students                 | Teachers                 | Others                   |
|-----|---|--------------------------|--------------------------|--------------------------|
| J01 | Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| J02 | Ensure all physical structures are accessible   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| J99 | Other (specify)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Barrier: Absenteeism/Truancy**

| #   | Strategies for Absenteeism/Truancy   | Students                 | Teachers                 | Others                   |
|-----|--|--------------------------|--------------------------|--------------------------|
| K01 | Provide early identification/intervention  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K02 | Develop and implement a truancy intervention plan  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K03 | Conduct home visits by staff   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K04 | Recruit volunteers to assist in promoting school attendance                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K05 | Provide mentor program   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K06 | Provide before/after school recreational or educational activities                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K07 | Conduct parent/teacher conferences   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K08 | Strengthen school/parent compacts  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K09 | Develop/maintain community collaborations  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K10 | Coordinate with health and social services agencies  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K11 | Coordinate with the juvenile justice system  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K12 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K99 | Other (specify)  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Barrier: High Mobility Rates**

| #   | Strategies for High Mobility Rates                              | Students                 | Teachers                 | Others                   |
|-----|---|--------------------------|--------------------------|--------------------------|
| L01 | Coordinate with social services agencies                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| L02 | Establish collaborations with parents of highly mobile families | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| L03 | Establish/maintain timely record transfer system                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| L99 | Other (specify)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Barrier: Lack of Support from Parents**

| #   | Strategies for Lack of Support from Parents                   | Students                 | Teachers                 | Others                   |
|-----|---|--------------------------|--------------------------|--------------------------|
| M01 | Develop and implement a plan to increase support from parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M02 | Conduct home visits by staff                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 74-2783782

Amendment number (for amendments only):

**Barrier: Lack of Support from Parents (cont.)**

| #   | Strategies for Lack of Support from Parents   | Students                 | Teachers                 | Others                   |
|-----|---|--------------------------|--------------------------|--------------------------|
| M03 | Recruit volunteers to actively participate in school activities   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M04 | Conduct parent/teacher conferences  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M05 | Establish school/parent compacts  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M06 | Provide parenting training  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M07 | Provide a parent/family center  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M08 | Provide program materials/information in home language  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M09 | Involve parents from a variety of backgrounds in school decision making   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M10 | Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M11 | Provide child care for parents participating in school activities   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M12 | Acknowledge and include family members' diverse skills, talents, and knowledge in school activities   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M13 | Provide adult education, including HSE and/or ESL classes, or family literacy program   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M14 | Conduct an outreach program for traditionally "hard to reach" parents   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M15 | Facilitate school health advisory councils four times a year  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M99 | Other (specify)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Barrier: Shortage of Qualified Personnel**

| #   | Strategies for Shortage of Qualified Personnel  | Students                 | Teachers                 | Others                   |
|-----|---|--------------------------|--------------------------|--------------------------|
| N01 | Develop and implement a plan to recruit and retain qualified personnel                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N02 | Recruit and retain personnel from a variety of racial, ethnic, and language minority groups | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N03 | Provide mentor program for new personnel  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N04 | Provide intern program for new personnel  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N05 | Provide an induction program for new personnel  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N06 | Provide professional development in a variety of formats for personnel                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N07 | Collaborate with colleges/universities with teacher preparation programs                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N99 | Other (specify)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Barrier: Lack of Knowledge Regarding Program Benefits**

| #   | Strategies for Lack of Knowledge Regarding Program Benefits                                     | Students                 | Teachers                 | Others                   |
|-----|---|--------------------------|--------------------------|--------------------------|
| P01 | Develop and implement a plan to inform program beneficiaries of program activities and benefits | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| P02 | Publish newsletter/brochures to inform program beneficiaries of activities and benefits         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 74-2783782

Amendment number (for amendments only):

**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

| #   | Strategies for Lack of Knowledge Regarding Program Benefits   | Students                 | Teachers                 | Others                   |
|-----|---|--------------------------|--------------------------|--------------------------|
| P03 | Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| P99 | Other (specify)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Barrier: Lack of Transportation to Program Activities**

| #   | Strategies for Lack of Transportation   | Students                 | Teachers                 | Others                   |
|-----|---|--------------------------|--------------------------|--------------------------|
| Q01 | Provide transportation for parents and other program beneficiaries to activities  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Q02 | Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Q03 | Conduct program activities in community centers and other neighborhood locations  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Q99 | Other (specify)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Barrier: Other Barriers**

| #   | Strategies for Other Barriers | Students                 | Teachers                 | Others                   |
|-----|-------------------------------|--------------------------|--------------------------|--------------------------|
| Z99 | Other barrier                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|     | Other strategy                |                          |                          |                          |
| Z99 | Other barrier                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|     | Other strategy                |                          |                          |                          |
| Z99 | Other barrier                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|     | Other strategy                |                          |                          |                          |
| Z99 | Other barrier                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|     | Other strategy                |                          |                          |                          |
| Z99 | Other barrier                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|     | Other strategy                |                          |                          |                          |
| Z99 | Other barrier                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|     | Other strategy                |                          |                          |                          |
| Z99 | Other barrier                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|     | Other strategy                |                          |                          |                          |
| Z99 | Other barrier                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|     | Other strategy                |                          |                          |                          |
| Z99 | Other barrier                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|     | Other strategy                |                          |                          |                          |

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**Schedule #19—Private Nonprofit School Participation**

County-District Number or Vendor ID: 74-2783782

Amendment number (for amendments only):

**Part 1: Private Nonprofit School Contacts.** This part is required regardless of whether any private nonprofit schools are participating in the program. For *statewide* teacher training programs or *statewide* student instructional programs, refer to the list of private nonprofit school association contacts posted on the Applying for a Grant page.

**Total Nonprofit Schools within Boundary**

Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none): 0

**Initial Phase Contact Methods**

Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.

☐ Certified letter☐ Documented phone calls☐ Meetings☐ Fax☐ Email☐ Other method (specify):**Total Eligible Nonprofit Students within Boundary**

Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none): 0

Check box only if there is no data available to determine the number of eligible students: ☐**Total Nonprofit Participants**

Total nonprofit schools participating:

Total nonprofit students participating:

Total nonprofit teachers participating:

No nonprofit schools participating: ☒No nonprofit students participating: ☐No nonprofit teachers participating: ☐

**Part 2: Consultation and Services.** Remainder of schedule, Parts 2, 3, and 4, are required *only* if private nonprofit schools are participating.

**Participant Consultation: Development and Design Phase Consultation Methods**

Check the appropriate boxes to indicate development and design phase contact methods.

☐ Certified letter☐ Documented phone calls☐ Meetings☐ Fax☐ Email☐ Other (specify):**Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)**☐ How children's needs will be identified☐ What services will be offered☐ How, where, and by whom the services will be provided☐ How the services will be academically assessed, and how the results of that assessment will be used to improve those services☐ The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services☐ The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools☐ How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers☐ How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor☐ Other (specify):**For TEA Use Only**

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**Schedule #19—Private Nonprofit School Participation (cont.)**

County-District Number or Vendor ID: 74-2783782

Amendment number (for amendments only):

**Part 3: Services and Benefits Delivery****Designated Places/Sites**☐ Public school☐ Private nonprofit school☐ Neutral site☐ Other (specify):**Designated Times**☐ Regular school day☐ Before school day☐ After school day☐ Summer vacation☐ Other (specify):**Part 4: Selection Criteria/Activity Timeline**

| # | Private Nonprofit School Name/<br>Number of Students and Teachers | Selection Criteria                | Major Activities                | Activity Begin/<br>End Date |
|---|---|-----------------------------------|---------------------------------|-----------------------------|
| 1 | School name:  | Activity #1 selection<br>criteria | Activity #1 major<br>activities | Activity #1 begin date      |
|   | # of students:    # of teachers:                                  |                                   |                                 | Activity #1 end date        |
| 2 | School name:  | Activity #2 selection<br>criteria | Activity #2 major<br>activities | Activity #2 begin date      |
|   | # of students:    # of teachers:                                  |                                   |                                 | Activity #2 end date        |
| 3 | School name:  | Activity #3 selection<br>criteria | Activity #3 major<br>activities | Activity #3 begin date      |
|   | # of students:    # of teachers:                                  |                                   |                                 | Activity #3 end date        |
| 4 | School name:  | Activity #4 selection<br>criteria | Activity #4 major<br>activities | Activity #4 begin date      |
|   | # of students:    # of teachers:                                  |                                   |                                 | Activity #4 end date        |
| 5 | School name:  | Activity #5 selection<br>criteria | Activity #5 major<br>activities | Activity #5 begin date      |
|   | # of students:    # of teachers:                                  |                                   |                                 | Activity #5 end date        |

**Part 5: Differences in Program Benefits Provided to Public and Private Schools**

Select the one appropriate box below.

☐ There are no differences between the program benefits provided to the public school students and the private school students.☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

| Description of Difference in Benefits |  | Reason for the Difference in Benefits |  |
|---------------------------------------|--|---------------------------------------|--|
| 1                                     |  | 1                                     |  |
| 2                                     |  | 2                                     |  |
| 3                                     |  | 3                                     |  |
| 4                                     |  | 4                                     |  |
| 5                                     |  | 5                                     |  |

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**Schedule #19—Private Nonprofit School Participation**

County-District Number or Vendor ID: 74-2783782

Amendment number (for amendments only):

**Part 1: Private Nonprofit School (PNP) Contacts.** This part is required regardless of whether any PNP schools are participating in the program. For *statewide* teacher training programs or *statewide* student instructional programs, refer to the list of PNP school association contacts posted on the [Applying for a Grant](#) page.

Enter total number of PNP **schools** within applicant's boundary (enter "0" if none):Enter total number of **eligible** PNP **students** within applicant's boundary (enter "0" if none):Check box only if there is no data available to determine the number of eligible students: ☐

Total PNP schools participating:

Total PNP students participating:

Total PNP teachers participating:

No PNP schools participating: ☐No PNP students participating: ☐No PNP teachers participating: ☐**Part 2: Services and Benefits Delivery****Designated Places/Sites**☐ Public school☐ Private nonprofit school☐ Neutral site☐ Other (specify):**Designated Times**☐ During school☐ Before school☐ After school☐ Summer break☐ Other (specify):**Part 3: Selection Criteria/Activity Timeline**

| # | PNP School Name/<br>Number of Students and Teachers |                | Selection Criteria                | Major Activities                | Activity Begin/<br>End Date |
|---|---|----------------|-----------------------------------|---------------------------------|-----------------------------|
| 1 | School name:  |                | Activity #1 selection<br>criteria | Activity #1 major<br>activities | Activity #1 begin date      |
|   | # of students:                                      | # of teachers: |                                   |                                 | Activity #1 end date        |
| 2 | School name:  |                | Activity #2 selection<br>criteria | Activity #2 major<br>activities | Activity #2 begin date      |
|   | # of students:                                      | # of teachers: |                                   |                                 | Activity #2 end date        |
| 3 | School name:  |                | Activity #3 selection<br>criteria | Activity #3 major<br>activities | Activity #3 begin date      |
|   | # of students:                                      | # of teachers: |                                   |                                 | Activity #3 end date        |

**Part 4: Differences in Program Benefits Provided to Public and Private Nonprofit Schools**

Select the one appropriate box below.

☐ There are no differences between the program benefits provided to the public school students and the private nonprofit school students.

☐ There are differences in program benefits to be provided to the public school students and the private nonprofit school students. (Describe the differences and the reasons for the differences in the space provide below.)

| Description of Difference in Benefits |  | Reason for the Difference in Benefits |  |
|---------------------------------------|--|---------------------------------------|--|
| 1                                     |  | 1                                     |  |
| 2                                     |  | 2                                     |  |
| 3                                     |  | 3                                     |  |

**Part 5: Every Student Succeeds Act (ESSA) Assurances**
☐ The LEA assures that it discussed all consultation requirements as listed in Section. 1117(b)(1) and/or Section. 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.

☐ The LEA assures the appropriate Affirmations of Consultation will be provided to the TEA Private Nonprofit Schools Ombudsman in the manner and timeline requested.
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